

# Bonneville Academy

A Charter School


Located in  
Stansbury Park, Utah

## Required Information

1. Name of proposed charter school <b>Bonneville Academy</b>																																			
2. Name of applicant <b>Brenda Spearman</b>																																			
3. Authorized agent <b>Brenda Spearman</b>																																			
4. Mailing address: Street, City, State, Zip <b>6563 Sky Heights Dr. Stansbury Park UT 84074</b>																																			
5. Phone number <b>435-840-1966</b>		6. Email address <b>brendaspearman@yahoo.com</b>																																	
7. District(s) where proposed charter school is located <b>Tooele County</b>																																			
8. Form of organization (check) <input checked="" type="checkbox"/> Nonprofit Corporation <input type="checkbox"/> Tribal entity <input type="checkbox"/> Other																																			
9. The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below. (Add lines as necessary)																																			
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Name</th> <th style="width: 25%;">Email</th> <th style="width: 25%;">Type of Member (e.g., parent, business)</th> <th style="width: 25%;">Position on Board (e.g., chair, secretary)</th> </tr> </thead> <tbody> <tr> <td>Brenda Spearman</td> <td>brendaspearman@yahoo.com</td> <td>Non-profit/Parent</td> <td>Chair</td> </tr> <tr> <td>Bryan Cowley</td> <td>Bryan@integritylawoffice.com</td> <td>Business/Legal/Parent</td> <td>Co-chair</td> </tr> <tr> <td>Amanda Penton</td> <td>pentona@gmail.com</td> <td>Educator/Parent</td> <td>Secretary</td> </tr> <tr> <td>Cory Johnson</td> <td>Great_cujo@yahoo.com</td> <td>Finance/Parent</td> <td>Treasurer</td> </tr> <tr> <td>Clint Thomsen</td> <td>bonnevillemariner@gmail.com</td> <td>IT/Educator/Parent</td> <td>Trustee</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>				Name	Email	Type of Member (e.g., parent, business)	Position on Board (e.g., chair, secretary)	Brenda Spearman	brendaspearman@yahoo.com	Non-profit/Parent	Chair	Bryan Cowley	Bryan@integritylawoffice.com	Business/Legal/Parent	Co-chair	Amanda Penton	pentona@gmail.com	Educator/Parent	Secretary	Cory Johnson	Great_cujo@yahoo.com	Finance/Parent	Treasurer	Clint Thomsen	bonnevillemariner@gmail.com	IT/Educator/Parent	Trustee								
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10. Proposed opening date <b>2017-18</b>		11. Grades served <b>K-8</b>																																	
12. Requested Enrollment Year 1: Grade K: <u>78</u> , Grades 1-5: <u>390</u> , Grades 6-8: <u>234</u> , Grades 9-12: <u>    </u> Total: <u>702</u> Year 2: Grade K: <u>78</u> , Grades 1-5: <u>390</u> , Grades 6-8: <u>234</u> , Grades 9-12: <u>    </u> Total: <u>702</u> Year 3: Grade K: <u>78</u> , Grades 1-5: <u>390</u> , Grades 6-8: <u>234</u> , Grades 9-12: <u>    </u> Total: <u>702</u>																																			
13. Does proposed grade configuration match resident district grade configuration? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No																																			

14. Is this proposal seeking special treatment under UCA <a href="#">53A-1a-501.9</a> ? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	15. Is this proposal seeking priority consideration under UCA <a href="#">53A-1a-502.5</a> ? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
16. Will the school have a distance or online education component? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	17. Will the school serve a large proportion of educationally disadvantaged students? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
18. Will the school contract with an ESP(s)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	19. Does the entire governing board commit to attending mandatory trainings as required by the SCSB during its planning year? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
20. A charter school may apply to the State Board of Education for a waiver of any rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. List any waiver requests here (i.e., Rule numbers and titles. Provide details regarding the need for the waiver as Attachment B).	

### Signatures

WE, THE UNDERSIGNED, do hereby certify that, to the best of our knowledge and belief, the data in this proposal are true and correct. Therefore, this proposal for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.
Name of Authorized Agent: <b>Brenda Spearman</b>
Signature Of Authorized Agent: 
Name of Charter School Board Chair (if different than Authorized Agent)
Signature of Charter School Board Chair (if different than Authorized Agent)

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## *Executive Summary*

The Founding Board of Bonneville Academy recognizes that the 21<sup>st</sup> Century economy is global, dynamic and increasingly collaborative. Bonneville Academy will prepare students for this new world by promoting literacy in Science, Technology, Engineering and Mathematics (STEM) subjects. Pivotal to this goal is creating a culture of teaching that utilizes proven instructional methods to nurture students' natural curiosity and channel that energy toward real-life applications.

Bonneville Academy will serve a rapidly growing community and fulfill a rising demand for alternative learning options in the Tooele Valley. Its creation will ease some of the growth pains that Tooele County School District is currently experiencing while providing a distinctive educational choice for area families. The academy's unique bell schedule will allow for smaller class sizes in grades 1-5. Its exclusive middle school configuration will smooth the transition for 6<sup>th</sup> grade students into more targeted studies in the higher grades.

Today's students will enter a competitive, high tech job market that demands critical thinking and problem solving skills. Students at Bonneville Academy will master STEM subjects by way of interdisciplinary, project-based learning with heavy emphasis on the scientific method. This long-term format marries real-world learning with multifaceted assessment. Aside from being a proven learning method, project-based learning fosters the development of essential study habits and a lifelong learner mindset.

But it's not enough that students exit grade school with quantifiable STEM skills. They must be well-rounded and socially prepared for the real world. In addition to the core STEM subjects, Bonneville Academy will provide a solid foundation in subjects that help students appreciate their individual experiences. These subjects include language arts, physical education, art and music. Each will employ specific and tailored instructional methods.

The academy's split bell system will enable small group, direct instruction in Language Arts and Mathematics. Dedicated independent reading time will feature at every grade level. A focus on expository and creative writing will round out the learning process. Technology, concepts and applications will underpin all instruction at Bonneville Academy. A special emphasis on computer coding beginning with early grade levels will prepare students to navigate an increasingly data-centric society. Extracurricular activities will be tethered to curriculum, while annual school-sponsored trips will expose students to real-world opportunities.

Curriculum at Bonneville Academy will be aligned with the Utah State Core Curriculum and assessments will meet all state requirements. Bonneville Academy teachers will engage in appropriate professional development and participate in professional learning communities, in addition to curriculum and method-specific training. Education is a collaborative effort, and Bonneville Academy's Founding Board considers parental involvement essential to the school's goals. Teachers will be readily accessible to parents by phone and email. Administration will be poised to hear and respond to ideas and concerns voiced by parents.

Bonneville Academy will use a variety of tools and resources to collect and analyze student, financial and school data, which inform the school's approach to instruction and management. At least one staff member will be tasked with managing Bonneville's student

information system, database and UTREx submission, ensuring the integrity of the data compliance with State Reporting requirements.

By establishing a STEM-based culture of teaching with adaptive governance and an eye toward excellence Bonneville Academy will become a valuable asset to Stansbury Park and the Tooele Valley.

## School Purpose and Goals

Bonneville Academy has four intended purposes. They are:

1. Continue to improve student learning
2. Encourage the use of different and innovative teaching methods
3. Increase choice of learning opportunities for students
4. Provide opportunities for greater parental involvement in management decisions at the school level

**Continue to improve student learning.** Bonneville Academy is committed to providing a STEM education with a student centered learning environment. Today's job market is changing and future individual successes require a strong background in STEM. Integration and the literacy in STEM subjects are paramount to fulfilling the Mission of Bonneville Academy. Every student will work throughout the year to create, maintain and complete an individual student portfolio.

**Encourage the use of different and innovative teaching methods.** Bonneville Academy's primary method of teaching will be project-based learning. This form of teaching is not usually seen in public schools today. We echo what the American Institute of Biological Sciences said, *"Teaching the way we did 100 years ago no longer meets the needs of students or society. To be scientifically literate members of society or future scientists, students must learn by engaging in real-world problems in an interdisciplinary manner."*

Curriculum will be innovative and appropriate for students therefore the teaching method needs to be innovative and appropriate for today's students. Project based learning will provide a hands-on, experienced based form of learning that will help elevate the students to think like scientists.

**Increase choice of learning opportunities for students.** Tooele County has done a great job in the last few years integrating dual immersion programs. This is a great choice for parents who want their child to learn a second language. Currently there are no district sponsored Gifted programs or STEM schools in Tooele County. A few elementary schools have an enrichment Gifted program and some schools have elements of STEM education but no school in the Tooele County School District has been designated STEM by the State of Utah.

At Bonneville Academy, opportunities will be available for gifted students to excel above and beyond their grade level by ability grouping students during instructional times. Bonneville Academy will have a focus on STEM subjects and by year 3 Bonneville Academy will be a STEM designated school by the Utah State Office of Education. Bonneville will specifically train their teachers in these subjects and provide the curriculum to integrate STEM with required CORE subjects.

**Provide opportunities for greater parental involvement in management decisions at the school level.** Bonneville Academy believes that the greatest teachers a child can have is a parent. This belief will be evident in all areas of the school. Parents will not only be encouraged to volunteer in the classrooms but will be given the opportunity to run clubs and activities for students. Parents will be asked for feedback regarding school policies and practices. Surveys

will be sent home annually to determine the satisfaction of families with students attending the school. The board, administration, faculty and staff will commit to listen to public input; problem solving as a community. Parents will have the opportunity to administer a Parent Teacher Organization and will be given the ability to vote for board members annually during an open Board Meeting.

## Mission Statement

*Bonneville Academy will foster critical thinking and problem solving skills in a challenging, student centered environment; by encouraging exploration in Science, Technology, Engineering and Math (STEM). This will prepare students for success in our ever changing, dynamic world.*

## Vision

*Bonneville Academy will allow students to explore, experiment, and learn in an open, nurturing and innovative environment. Teachers will have the autonomy and tools to teach, inspire and motivate their students.*

Bonneville Academy's Board of Directors believes that children thrive in an open, positive and engaging environment. The Board is committed to creating a school that will allow teachers the ability to use their skills and strengths to teach their classes as needed. The administration and board will provide the tools and resources for teachers and set expectations but will allow teachers the autonomy to teach as they see fit in to benefit their students. The academy will provide and will encourage professional development opportunities for teachers' continual improvement to be excellent educators.

Bonneville Academy will implement a project-based learning model. This will allow students the opportunity to explore and experiment while learning. Students will acquire the skills necessary to be successful in this 21<sup>st</sup> Century economy and global environment. Project-based learning is somewhat new but has already shown success keeping students engaged which translates into higher test scores and improvement in core subjects. Students learn to collaborate and work in a team environment. They use their strengths to be successful. Students are encouraged to take on their personal responsibility for success in school.

In his paper "A review of research on project-based learning" published in 2000, JW Thomas noted that this type of learning "enhances the quality of student learning compared with other instructional methods" and "project-based learning is effective for teaching processes such as problem solving and decision making."

Bonneville Academy will educate a total of 702 students in grades Kindergarten through 8<sup>th</sup> grade. This will allow the school to have 78 students per grade. Kindergarten will be divided into 4 half day classes of 19-20 students per class. Grades 1-5 will be divided into 3 classes of 26. Bonneville Academy will utilize a split bell schedule which will allow language arts and math to be taught to a smaller class with 13 students attending classes 75 minutes before and after the middle of the day. The academy will implement a middle school for grades 6-8, this will allow these students to choose elective courses and core courses such as honors classes that will better fit their strengths and interests.



The school building will be exciting in its design and will inspire all who enter in to explore, experiment, and learn. The building will provide the necessary classrooms to fulfill the mission of the school and will be equipped with up to date technology to facilitate the best educational experience for all.

The academy will employ a school wide positive incentive approach to discipline and will expect all students, staff, faculty and volunteers to abide by a strict honor code and work ethic. Students will be rewarded for hard work and positive attitudes. All students will have the same system (to be decided) which will eliminate confusion from class to class or grade to grade. Students will always know what is expected of them.

The academy will have a strong professional development program that will include Professional Learning Communities. PLC's will allow teachers across grades to collaborate in supporting students. This will allow a consistency and continuity throughout each grade and the school.

## Market Analysis

### Market Context:

Stansbury Park is located in the northeast corner of Tooele County where the main arteries of the valley, HWY 138 and HWY 36, connect. The area started as a planned development in the 1970's and in the last two decades has seen high growth. According to the federal census Stansbury Park's population was roughly 2,385 in 2000. By 2010 that number more than doubled to 5,145 with 37% of the population under the age of 18. According to a feasibility study for incorporation, conducted by Tooele County in December 2014, the current population of Stansbury Park is 9,897 with anticipated growth of at least 2.5% per year over the next five years. This same study shows that Stansbury Park has the highest population density of all communities within Tooele County. Currently there are over 500 permitted or planned houses to be built in the next 2 years.

The demographics of Stansbury Park are unique to Tooele County. There are a high number of residents with post-secondary education degrees, a higher median income and 80% of the population has at least one (1) member of the household who commutes to Salt Lake City for employment. The growth in the area is mostly fostered by lower housing cost than in the Salt Lake Valley and easy access to Salt Lake City via I80. However, Stansbury Park has not had representation on the county level and therefore has not been successful in making changes to county philosophies that were ingrained before Stansbury Park was created. Many of the decisions made at the county level including the school district are geared more toward students and families living in Tooele City and the City of Grantsville.

Many residents of Stansbury Park have become frustrated and have lost confidence in the district's ability to make sound decisions that will positively impact students and families living within its boundaries. The district has no formal gifted program and although they have implemented five (5) dual immersion programs, none are available within the boundaries of Stansbury Park. An unscientific survey shows that 70% of 200 respondents living within Stansbury Park and/or Tooele County would support a charter school in the community.

There are two (2) communities close to Stansbury Park: Lakepoint which shares a boundary line to the northeast, and Erda to the south. According to Tooele County both of these communities are growing at a steady rate but not as quickly as Stansbury Park. Currently there are an estimated 1,650 residents in Lakepoint and just over 5,000 in Erda.

### Market Trends:

According to Tooele County School District's Master Facilities plan adopted in 2014, the county has seen a steady increase of students since 1990 with the exception of 2009 and 2014 when Excelsior Academy and Scholar Academy opened. Tooele County School District has projected continued annual growth of 2.5-3.5% over the next 10 years. Currently there are no plans to build new schools.

The target area consisting of a 5 mile radius around Stansbury Park includes two (2) K-6 district elementary schools and one (1) charter school. Currently all students living in Stansbury Park enrolled in 7<sup>th</sup> and 8<sup>th</sup> grades and attend Tooele County District Schools

are bused to Tooele City's Clarke N Johnson Junior High School which is just over 12 miles to the south. All three (3) of these schools are currently over capacity. Clarke N. Johnson has been included in this analysis for a more thorough understanding of trends in the area.

There are two (2) charter schools currently operating in Tooele County. Excelsior Academy a K-8 charter school located in Erda, is 4.8 miles from the proposed site of Bonneville Academy.

**Figure 1 Target Location**

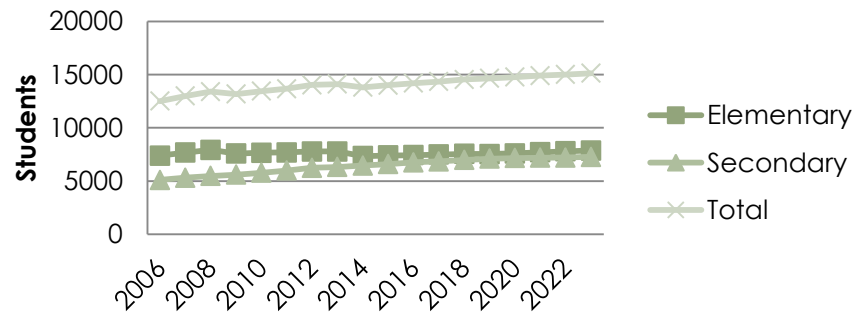


Scholar Academy is a new K-6 charter school located 12 miles south of the target area in Tooele City. Scholar has a cap enrollment of 500 with current enrollment at 500 and an active waiting list of over 300. The waiting list includes students in every grade.

The enrollment numbers for both charter schools illustrates the strong demand for charter schools and alternative choices in education in Tooele County.

Currently the two elementary schools and Junior High School that serve Stansbury Park are higher performing schools than both the Utah and district average. The schools in Stansbury Park are good schools and provide a quality education. To deal with the high growth in the area the Tooele County School District during its February 10, 2015 board meeting approved a boundary change that will move a large portion of Stansbury Elementary Students to Copper Canyon Elementary in Tooele. Parents and community members spoke out against this boundary change at an open meeting on February 3, 2015 were approximately 75 residents voiced their concern in opposition to the change. The school board's actions has solidified to

## Tooele County Enrollment



Excelsior Academy has a current enrollment of 669 with a cap enrollment of 675. Excelsior has an active waiting list of over 250 students. The waiting list includes students in every grade. In 2009 when Excelsior Academy opened there were over 1400 applicants looking to fill 675 spots. Tooele County has and will continue to embrace charter schools as a viable option for education for its students and families.

the community of Stansbury Park that the Tooele County School District's Board of Directors does not listen nor take into account any concerns the community has. Many in Stansbury Park have become frustrated, angry and disenchanted with the district and feel the district no longer makes sound decisions on behalf of their children.

Copper Canyon is a lower performing school than either of the schools located in Stansbury Park. Their SAGE scores are well below the state and district average. Parents and students are concerned they will be adversely effected by this change in boundary as students are made to attend a school that is farther away and has a history of low test scores.

**Table 1 School Population and Performance**

Charter Schools	Approved Enrollment	Current Enrollment	Waiting List	Sage Score % Proficient	USOE Rating
Scholar Academy	500	500	300	N/A	N/A
Excelsior Academy	675	669	250	ELA - 43 Math - 44 Science - 54	B

Public Schools	School Capacity	Current Enrollment	Overage	Composite Sage Score	USOE Rating
Stansbury Elementary	750	920	170	ELA - 49 Math - 50 Science - 54	B
Rose Springs Elementary	650	750	100	ELA - 47 Math - 42 Science - 48	B
Clarke N. Johnson Jr High	825	880	55	ELA - 43 Math - 40 Science - 57	B
Copper Canyon	650	580	-80	ELA - 37 Math - 34 Science - 41	C

Bonneville Academy will provide residents of Stansbury Park and the north end of the Tooele Valley an additional option for education. With Bonneville Academy located along the main commuting route of Tooele Valley it will be a viable option for many families who have parents commuting daily to Salt Lake City for work. There are no STEM designated schools currently within the target location. Bonneville will provide parents the opportunity to be more involved in school governance, environment and instruction. With the absence of a junior high or middle school for students in the target location having an additional option for families of 7<sup>th</sup> and 8<sup>th</sup> grade students will be welcome.

## *Program of Instruction*

### *General Information:*

Bonneville Academy will teach each STEM subject thoroughly. In fact, every aspect of the curriculum will tie into a STEM subject. Important to a STEM school is teaching students how to use critical thinking and problem solving skills. Students will apply the scientific method to every aspect of learning. The school will focus on the best forms of teaching to nourish these critical thinking and problem solving skills. The main focus of teaching will be project or student lead instruction. This will allow students to learn while experimenting, manipulating and problem solving.

Bonneville Academy will utilize curriculum that is current, available and appropriate. There will be 180 instructional days with a minimum of 1080 hours of student instruction.

Students in all grades will be required to create and maintain a student portfolio which will include a cross-section of work showing their improvement. Projects will be included. This portfolio will be a combination of digital and hard copy assignments and work. Teachers will decide which work will be included. Students will have the ability to include additional work they feel supports their academic goals. Portfolios will not be graded but will be required and will be used to assess student performance and improvement throughout the year.

The school will utilize a split bell schedule to help achieve smaller class sizes in grades K-5. There will be two groups of 13 students each (group A and group B) group A will attend from 8:00am-2:30pm and Group B will attend from 9:30am-4:00pm. During the times where the groups are separated, students will be taught Language Arts and Mathematics using direct instruction, which is best achieved in small groups. While the students are together they will be taught social studies, science, and students will attend specials.

Bonneville Academy will have a middle school consisting of grades 6-8. This is different than what is currently available in Tooele County. All schools in the county have a junior high that only includes 7<sup>th</sup> and 8<sup>th</sup> grades. By creating a middle school environment sixth grade students will be allowed to choose elective courses that will interest them and get them excited for their future studies. By including the 6<sup>th</sup> graders with the secondary students this will allow Bonneville Academy to more fully align themselves with the Utah State Core Standards which require these students to fulfill more rigorous requirements.

Bonneville Academy will provide students the opportunity to learn and see real life uses and applications of science, technology, engineering and math by having students visit a variety of businesses, universities, and museums. Students will have the opportunity to participate in a variety of clubs and activities such as Lego League, MESA, Technology and Science Clubs. These clubs and activities can be organized and run by teachers or parent volunteers.

Bonneville Academy will utilize technology in the classroom. Faculty and staff will have access to upto date software and hardware that will allow them to enhance the classroom experience such as Skype or Google + where teachers can facilitate opportunities for students to interact with professionals and other students throughout the world.

Bonneville Academy will have an annual school sponsored trip available for all advancing eighth grade students to places like Google, NASA, Facebook and other well-known organizations and companies to help students understand real world applications of the

material they have learned at school. These trips will be optional, however, there will be requirements met to attend. For example students must carry a 3.5 GPA or higher from 6<sup>th</sup> through 8<sup>th</sup> grade.

In all subjects Bonneville Academy will follow the Utah State Core Standards.

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### **Language Arts**

In grades K-2, language arts will be taught through direct instruction. Direct Instruction is a skills-oriented form of instruction accomplished through small group instruction. This will be realized through the use of the split bell system. This will provide an opportunity to match teaching methods with students' needs. All students will be grouped by skill-level. If necessary, a grade skill-level group may move to different classrooms to receive their language arts instruction. In extreme cases, students may move up or down a grade level in their language arts instruction to attend a grade at their ability level.

The school will use the Spalding method described in the "Writing road to Reading" by Romalda Spalding. This method emphasizes the use of phonics to teach children how to read. This method will be used exclusively in grades K-3. Grades 4-5 will use Seeds of Science/Roots of Reading program. A literature based program that teaches literacy skills using science text. Literacy abilities thrive when there is an authentic context for learning. Grades 6-8 will focus on reading fluency and comprehension. They will study vocabulary and spelling. Their study will be based on authentic text. Students will use wholesome literature: novels, fiction and non-fiction, drama, plays and poetry.

Reading skills increase when the student is engaged in reading daily. Teachers will provide time at every grade level for students to have an independent reading time in which they can read ability appropriate literature. The school will provide leveled readers to the younger grades. These leveled readers will emphasize phonics skills that are taught in class. These readers will be taken home daily to practice at home using skills with parents.

An important part of language arts instruction is writing. Students will learn creative and expository writing through instruction of the writing process. The writing process includes pre-writing, revising, editing, and publishing. The students will be required to write regularly and practice the writing process. The teacher will keep the final copies of the student's writing in a portfolio. The students will be given time daily to free write to practice expressing their ideas. These free writes will not be edited or published. They will be kept in a journal for the students.

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### **Mathematics**

The school will teach mathematics through direct instruction using a curriculum such as Saxon Math. Saxon Math provides students with the opportunity to practice math skills daily. Through repeated practice, math skills will become automatic. Another important part of mathematics is hands on exploration. Using manipulatives to solve problems will give students the opportunity to learn what each math skill looks like.

Mathematics will be taught during small group instruction time. Students will be placed in ability appropriate groups.



## Science

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Science will be taught through Project Based Learning (PBL). PBL is a student-centered form of learning. The teacher is the facilitator, but the students guide ideas for their projects. Project based learning includes: real world connection, core to learning, structured collaboration, and multifaceted assessment. Real world connection is seen when the students explore problems in the community and in the world based on assigned topics. They ask questions and research data to find answers. Exploration may include: experiments and research. The teacher scaffolds the learning process but the students choose what questions to investigate. Core to learning implies that this form of learning (project based learning) is how the students will learn the majority of the content. The students will learn the content through projects. Structured collaboration is the part of the process that encourages interdependence among the students. The students can work together in small groups to enrich the learning process. Multifaceted assessment is essential to this form of learning. The teacher will continuously assess the children to see how they are progressing in their work. Students are taught to self-assess so that they can be responsible for their progress. The final assessment of the project includes presenting the project to either a group of teachers, a group of students to the public in the form of a learning fair. The teacher will determine how the projects will be presented. There will be several topics a year leading to several projects and multiple forms of final assessment. The teacher will monitor the progress of the students over the entire year by use of a portfolio. When the projects are completed, they will be kept in a portfolio where teacher and student can assess the progress from the beginning of the year to the end.

Science instruction will be supplemented by Project Lead the Way. Details about this program are found at [pltw.org](http://pltw.org). This program provides a project based science curriculum and professional development for teachers.

The school will require all students in grades 6- 8 to submit a project to the yearly science fair. The annual science fair will provide students an opportunity to feature their learning. In addition there will be an optional elementary science fair that students in grades K- 5 may choose to participate in.

## Social Studies

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Social studies will be taught following the Utah state standards. A special emphasis will be given to STEM history. Curriculum will align with Utah State Standards.

## Specials and Electives:

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Bonneville Academy will provide the following classes for specials of grades K-5: Library, Computer Technology, Music, Art, Physical Education and Engineering.

In grades 6-8 elective courses will include but not be limited to: Computer Programming, Robotics, Electronics, Digital Media Art, Graphic Design, Band, Choir, Digital Photography, Video Game Design and Engineering. All required CTE courses will be taught.

## **Extra-curricular Activities**

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Extra-curricular activities are an important part of a child's education. These activities will give students the option of pursuing additional interests that are not taught during the school day. Some extra-curricular activities may include: Lego robotics, gardening, chess, geocaching, recycling, etc. Extra-curricular activities will be organized and run by teachers or parent volunteers. These activities will be published on a calendar and sent home with the students monthly. Students will have the opportunity to browse the calendar and choose the activities that interest them. These activities are extra and will not affect the student's grades and will be available to everyone in the school regardless of grade or ability level.



## Performance Measures

The Bonneville Academy Board of Directors understands the importance of continual evaluation to measure performance. Without this it is nearly impossible to know if an organization or school is successfully meeting its goals. It is vital to measure improvement and performance to assure individual needs are met.

Bonneville Academy will use a variety of tools and resources to collect and analyze student, financial and school data. Collected and analyzed data will be used to assist the teachers, staff, administrators, board members and parents to identify and correct areas where in need of improvement. Data will be used to assign students to appropriate leveled groups for core subjects. Teachers will be trained to decode and use data effectively and efficiently. Data will be used to showcase the success of the school and to use as a marketing tool to recruit students and quality educators.

It is not reasonable to test students and collect data that will not be used to benefit the students. Assessments will not be given if the information collected will not somehow benefit the teacher in the classroom and the student's learning.

## Goals

The board of Bonneville Academy understands to be a success the school must have clear and specific goals. The school will work on the following goals in its first three years of operation. Goals will be continually evaluated and updated as needed.

- Be a Utah State Designated STEM school by year 3.
- Provide valuable opportunities for parents to be involved in the educational experience of their child(ren).
- Students will learn and use the scientific method.
- Students will develop personal responsibility and accountability.
- Students will develop strong communication and public speaking skills.
- Students will develop and use problem solving and critical thinking skills.

## Assessment

Bonneville Academy will meet all state requirements for assessment. The Board of Directors knows what testing is needed for beginning, middle, and end of year assessments. Analyzing student achievement data will be an important part of the professional educational process to assess student progress and achievement.

Teachers will align curriculum to the Utah State Core Curriculum Standards and Objectives. Professional development and staff meetings will cover implementation of the standards. Professionals' and specialists will work with staff to implement effective monitoring to assess student progress.

Bonneville Academy recognizes the importance of parent student satisfaction with both the school and educational experience. Often times academic testing fails to capture the full

picture of a child's brilliance and learning capabilities. Bonneville Academy is committed to provide the best educational experience and will distribute parent and student surveys annually to assess school and teacher performance. We will improve and enhance student learning environments and individual achievement.

Bonneville Academy will administer all USOE and state required assessments during the appropriate testing windows throughout the year. These tests include SAGE, DWA and DIBELS.

**Indicator: upholding mission and purpose**

<i>Measure</i>	<i>Metric</i>	<i>Board Goal</i>
Student Performance	Sage testing results Grades 3-8	Year 1: 80% of students will test at or above the Utah average in all subjects. Year 2: 85 % of students will test at or above the Utah average in all subjects.
Reading and Fluency	Dibels Next with Daze Grades K-5	85% of students will test at or above grade level.
Satisfaction	Satisfaction survey for teachers, staff, parents and students	Year 1: 90% of teachers, staff, parents and students will be satisfied or extremely satisfied with their experience. Year 2: 95% of teachers, staff, parents and students will be satisfied or extremely satisfied with their experience.
Overall School Performance	USOE School Rating	Bonneville Academy will receive a B rating or higher.
Student Participation	Student Portfolio All grades	Year 1: 90% of students will have a complete portfolio. Year 2: 95% of students will have a complete portfolio.

## Governance

The Board of Directors of Bonneville Academy will have two phases. The first phase will be the start up or founding board and will focus on the creation and implementation of the school. It is understood that the startup board must have trustees with a variety of backgrounds and experiences to ensure the success of the school. The Board of Directors will start with five trustees and will expand to no more than nine. The founding board will utilize a variety of individuals in an advisory capacity who have backgrounds in one of the four focus areas of science, technology, engineering and math. The founding board will create a founding committee made up of parents, educators and community members who will work to implement the educational program and vision presented in this proposal.

The second phase or the governing board will include founding board members as well as the PTO President and additional trustees who will work to ensure the success of the school both financially and academically. The governing board will be tasked with fulfilling the mission and vision of the school. They will set goals and expectations for the school director and staff. The governing board will be accountable to the USOE Charter School Board and School Board. The school director will report directly to the governing board.

All board members will be required to know and understand Utah's Open & Public Meetings Act and the Robert's Rules of Order. Board members will be required and committed to attend State of Utah and USOE mandatory trainings and meetings.

### Founding Board Members

Brenda Spearman (Board Chair) - has a Bachelor's Degree in Social Science from the University of Utah. She has experience in non-profit creation and management. She was a founding board member of Excelsior Academy. Brenda is currently a Community Manager with the non-profit organization Aspect Foundation, International Student Exchange.

Brian Cowley (Co-Chair) – earned a Bachelor's degree in Psychology and Criminal Justice and a Master's of Business Administration. He worked as a manager and administrator for a number of companies including Eagle Gate College. In 2009 he earned a Juris Doctorate from Southern Illinois University. He currently owns and operates Integrity Law in Tooele.

Amanda Penton (Secretary) – earned a Bachelor's Degree in education from Brigham Young University Idaho. She taught first grade at Bennion Elementary in Taylorsville, Utah.

Cory Johnson (Treasurer) – has a Bachelor's Degree from the University of Utah in Accounting and is currently the Director of Finance at Vandor, Inc. He has over 15 year experience in finance.

Clint Thomsen (Trustee) - Earned a Bachelor's degree in Political Science from the University of Utah and spent five years as an information technology project manager for the Utah State Office of Education. He is a published author and is currently a CTE instructor for Tooele County School District.

## Appendix A

### Background Information Sheet

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.\*

Name Brenda Spearman

Role with school Board Chair

Expertise Non-profit administration

**Statement of Intent:** *Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.*

I have a strong background in non-profit administration. I have been involved in a variety of non-profit organizations in a number of capacities from staff and client support to administrative. I have a strong background in board management and training. I have experience in fundraising and development. I have worked in both education and healthcare which have similarities in program creation and management. I have experience in businesses and non-profit financial management from budgeting to A/P and A/R.

I will work to ensure the success and solvency of Bonneville Academy any way I can whether a board member or administrator. I know an additional charter school in north Tooele County will be supported by the community. I am excited to have a school in Stansbury Park. And know Bonneville Academy will improve Tooele County's educational landscape.

In the capacity of an employee at Rose Springs Elementary; a parent of students who attend Stansbury Park Elementary;; president of Stansbury Park Community Association; and active member of a neighborhood church I have had many discussions with Stansbury Park residents regarding our children's' educational opportunities . When I have a conversation with a resident about education it almost always comes back to parents expressing feelings of frustration because they do not have the support, opportunity or ability to influence the school district's-decisions affecting their children and our community. Parents tell me they feel trapped with limited educational options in the valley. Currently the Tooele School District Board Members who represent Stansbury Park do not live in the community and appear to put their communities' interests above ours. Many families have lost confidence in the school board and are seeking alternatives for their children's' education (e.g. charter schools or homeschool. Stansbury Park needs Bonneville Academy built in this community with local leadership in place.

**Not-for-Profit History:** *Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.*

In a professional capacity I have worked for the American Red Cross, National MS Society, Community Health Centers, Healing Horses, Intermountain Native American Association, Intermountain Health Care, and the University of Utah Medical Center.

As a volunteer I have assisted the Stansbury Park Community Association, The Church of Jesus Christ of Latter-day Saints, Tooele County Marriage Coalition, and Excelsior Academy.

My main focus in the non-profit sector has been organizational growth-and financial development. I have been the president, treasurer, and trustee on non-profit boards. I have negotiated contracts, created budgets, managed fundraisers, recruited and trained volunteers.

**Employment History:** *Using as much space as necessary below, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.*

2012 – Present                      Aspect Foundation Student Exchange                      San Francisco, CA

**Community Manager**

- Place and supervise exchange students throughout Utah
- Work with school districts and high schools throughout Utah to place exchange students
- Recruit and train host families

2012 – Present                      Tooele County School District                      Stansbury Park UT

Rose Springs Elementary

**Aide, Gifted Program/Computer Lab/Instructional Coaching**

- Worked with 70 gifted students in grades 1-6
- Created and implemented lesson plans for students
- Classroom management
- Coordinated and communicated with teachers, parents, Community Council, staff, principal, and district administrators
- Taught technical writing, research methods, public speaking skills, Microsoft Office, Data mining, Robotics and Engineering
- Taught computer classes to students including, Microsoft Word, Excel, PowerPoint, Paint and internet usage
- Assisted with Dibels testing and proctored CORE and SAGE testing sessions
- Grant Recipient from the Stansbury Park Community Association

2006 - 2007                      Utah State University Extension                      Tooele, UT

4-H Junior High After-School Program

**Assistant Site Coordinator**

- Mentored and tutored at risk Tooele Jr. High School students
- Planned and implemented 4-H activities for students in the program

2006                                      National MS Society                                      Salt Lake City, UT

**Development Manager**

- Managed the MS150 bike tour in Logan Utah with a budget of over \$1.5 million
- Recruited, trained, and managed volunteers
- Grant writing
- Financial – budget, forecasting, A/P and A/R, sponsorships and contracts

2004-2006                                      Healing Horses Therapeutic Riding Center                                      Grantsville, UT

**Executive Director**

- Managed organization's day to day business
- Grew the client base by 200%
- Grant writing
- Financial - budget, A/P, A/R these two have switched tenses, too.
- Completed and submitted federal IRS 501c3 paperwork for approval

1995– 2001                                      University of Utah                                      Salt Lake City, UT

**Financial Specialist – Radiation Oncology**

- Responsible for clinic billing and accurate coding of patient accounts
- Trained and educated all department employees on the use of coding systems and correct coding procedures
- Created coding templates for easier billing and auditing
- Worked with third party payers and Medicare to resolve billing issues and reimbursement

**Financial Consultant – Speech, Language and Hearing**

**Administrative Assistant – College of Nursing**

**Medical Clerk – Dermatology**

**Education History:** *Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.*

In 1997 I graduated from the University of Utah with a Bachelor's of Science Degree-in Social Science with an emphasis in Health Education and a Minor in Native American Studies. Since earning my degree, I have taken courses in grant writing and business including accounting and marketing.

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I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.



Applicant's Signature



## Background Information Sheet

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.\*

Name Bryan Cowley

Role with school Co-chair

Expertise Attorney at Law

**Statement of Intent:** *Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.*

As a member of the board I bring several years of experience as a solo practice attorney, business owner with knowledge in finance, real estate, business management, business organization and legal expertise. I am a currently licensed attorney, real estate sales person, and insurance producer. I am committed to assuring that Bonneville Academy is operating and providing the best education possible to its students.

**Not-for-Profit History:** *Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.*

Law School course on Business Entities which included an emphasis on 501(c)(3) start-ups;  
Miscellaneous consultations with local not-for-profit entities.

**Employment History:** *Using as much space as necessary below, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.*

### ATTORNEY/OWNER

2012-Present Integrity Law, P.C., Salt Lake City & Tooele, Utah / [integritylawoffice.com](http://integritylawoffice.com)

- Operate a general practice law office that advises and represents clients in legal proceedings
- Versatility in bankruptcy, business, contracts, real estate, estate planning and employment law
- Research legal issues, draft legal correspondence and make procedural recommendations
- Web development, marketing, internet social media, business to business (B2B) knowledge
- Advise clients in aspects of personal finance, debt relief, general and personal matters

**MANAGER – ELECTRONIC DISCOVERY DOCUMENT REVIEW 2012-Present**

Orange Legal Technologies, Salt Lake City, Utah / [orangelt.com](http://orangelt.com)

- Train, lead, and supervise attorneys in pharmaceutical, anti-trust and general litigation cases
- Managed, reviewed and or led 32 review projects in 2014 achieving 1 million in monthly revenue
- Perform Quality Control (QC) compliance for global pharmaceutical and national retail projects
- Identify critical information from advanced financial spreadsheets and electronic correspondence
- Read, interpret and apply logic, facts, law, rules, regulations and policies to analyze documents

**PROGRAM ADMINISTRATOR – BUSINESS & ACCOUNTING 2008-2009;**

Adjunct 2012-Present Eagle Gate College, Murray, Utah / [eaglegatecollege.edu](http://eaglegatecollege.edu)

- Supervised departmental adjunct instructors; corroborated faculty training and development
- Managed community curriculum advisory board for associate and bachelor degrees
- Instructed interactive, participatory classroom training based on customized curriculum
- Responsible for advising, instructing and guidance of online and on-campus students
- Instructed Finance, Management, Business and Employment Law, Operations, Human Resources

**DEPARTMENT HEAD – CRIMINAL JUSTICE 2006-2008**

Corinthian Colleges - Everest College, West Valley City, Utah / [everest.edu](http://everest.edu)

- Organizational assignments: Associate Academic Dean, Campus Compliance Coordinator
- Maintained retention in excess of one hundred students with exceptional student satisfaction
- Instructed general education, psychology, and criminal justice courses using pod techniques
- Developed reporting and retention tools through conducting audits and spreadsheet analysis REAL

**ESTATE SALESPERSON 2006-2009**

Exit Realty - Infinity Group, Murray, Utah / [exitrealty.com](http://exitrealty.com)

- Solicited business via cold calling, informational flyers, door to door advertising
- Marketed and advertised client homes to other agents and general public through MLS
- Analyzed market comparable property sales and educated clients on contemporary data EXECUTIVE

**TEAM LEADER – ASSETS PROTECTION 2005-2006**

Target Corporation, West Jordan, Utah / [target.com](http://target.com)

- Held charge position for all internal and external theft investigations; analyzed shortage reports
- Conducted formal weekly orientation of all store personnel on safety and security procedures
- Hired, trained, evaluated, and managed reviews with staff of eight target security personnel

**Education History:** *Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.*



**JURIS DOCTORATE** 2009-2011 Southern Illinois University, Carbondale, Illinois / law.siu.edu

- Summer Internship - Illinois Personal Injury Practice
- Summer Volunteer - Jackson County Public Defender
- Legal Research On-Campus Representative - Thomson Reuters Westlaw & Barbri
- Senior Seminar Article - Privatization of Fannie Mae & Freddie Mac – Creating Taxpayer Relief for “Too Urgent to Fail” Housing Finance Reform
- Representative - Graduate and Professional Student Council
- President - J. Reuben Clark Law Society of Obtained official society status for Southern Illinois University o Implemented annual family picnic for non-traditional students and faculty

**MASTER OF BUSINESS ADMINISTRATION** 2007-2008 University of Phoenix, Murray, Utah / phoenix.edu

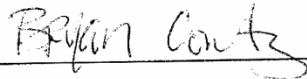
- 3.79 G.P.A

**BACHELOR OF ARTS - PSYCHOLOGY & CRIMINAL JUSTICE** 2001-2005 Southern Utah University, Cedar City, Utah / suu.edu

- SUU Student Association – Senator of Drafted legislation for student fees impacting constituents
- Alpha Phi Sigma, Beta Lambda Chapter – CJ Honor Society President of Coordinated professional presenters, ran professional group meetings
- 2005 Outstanding Student of the Year – Criminal Justice

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Applicant's Signature

## Background Information Sheet

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.\*

Name Amanda Penton

Role with school Board Secretary

Expertise Education

**Statement of Intent:** *Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.*

Growing up in New York State, I was exposed to an education system that spent a lot of money on each child with. I was taught in small classes usually with no more than 20 kids. As I moved to Utah and became a public educator, I realized how important having a small class size is. My first year teaching I had 30 first graders in my class. I felt like there wasn't much educating that was happening, but there was a lot of redirecting. As I continued to teach, my class size didn't get too much smaller but luckily my skills of educating while keeping the class under control did. Even though my skills improved, I noticed some students not getting the education that they needed because I didn't have the resources or the time to help them. One on one attention or even teaching in a small group needs to be an integral part of any elementary education. At Bonneville Center for Learning, I am committed to making sure the class sizes stay small. This will best be achieved by using a split bell schedule. With a small group to educate, each student will receive more of the education that they need on a level intended specifically for them.

This world is ever changing and a strong basis in the STEM subjects is necessary for kids today. I have two kids and I would love to have them exposed to STEM subjects in greater measure than what is done in the public school system. I hope that by exposing them to these subjects they will be able to become creative thinkers, to learn how to work through any problem they may encounter in their life.

**Not-for-Profit History:** *Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.*

I served a mission exclusively for my church donating one and a half years to teaching others about my beliefs. While on this mission, I worked hand in hand with a not for profit organization (not directly affiliated with my church) that served the Hispanic community in the area that I served in. I assisted in helping attendees of the organization and also was able to teach English to Hispanics that needed those lessons. Through this experience I learned many needs of the community. This organization provided educational opportunities, free of charge for all who needed them. At Bonneville Center for Learning, in addition to providing a quality education for students during the day, I hope to

service our community by providing appropriate educational opportunities free of charge and on a volunteer basis for all who may need such services.

While I taught first grade, I was able to serve for a year as the grade level chair for the first grade. This gave me the opportunity to run PLC for the first grade teachers. We would collaborate on a weekly basis and discuss the needs of our students. At the school we split our students into instructional levels for language arts and mathematics instruction so weekly collaboration was essential. This position also made me responsible for organizing several events for the first graders including: our yearly field trip, field day, and other special activities through the year. This position helped me to understand the importance of collaboration and working together as a grade level team.

**Employment History:** *Using as much space as necessary below, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.*

Bennion Elementary, Taylorsville Utah. 2008-2012

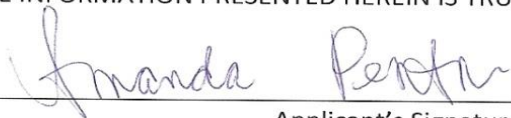
- We leveled our students into instructional groups so as to best service them. I taught the low readers phonemic awareness skills, phonics skills, fluency and comprehension through the use of whole group instruction and individualized small group instruction.
- Developed several math activities that engaged students in learning first grade math concepts. Taught math concepts through literature and music.
- Managed several students with various behavior issues including: ADD, ADHD, oppositional defiance and Autism.
- Relevant trainings:
  - Math mapping course which helped me organize and develop math curriculum.
  - Reading course which instructed me how to teach phonics and comprehension skills and how to best instruct students in small groups.
  - Student behavior management course.

**Education History:** *Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.*

Graduated from BYU-Idaho in 2008 in Elementary Education with a GPA of 3.7

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Applicant's Signature

## Background Information Sheet

Provide the following information on each startup board member and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.\*

Name Cory Johnson

Role with school Treasurer

Expertise Finance and budgeting

**Statement of Intent:** *Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.*

My intent as the Treasurer for the Bonneville Academy is to oversee the finances for the school. With over 15 years' experience in accounting and finance I have an expert knowledge of proper policy and procedure, budgeting and reporting. I will assist the Board of Directors and administration in creating and maintaining accurate, efficient and effective financial policies and procedures that will ensure the success of the academy. I will attend all mandatory trainings and meetings pertaining to finances.

I have feel that our current school district has lost sight of what is in the best interest of the children and how they are being taught. Seems to be just a numbers game of teach them a few things to get by and pass them along thru the system. For this reason I am working to found an alternative educational avenue not only for my children but for the community.

**Not-for-Profit History:** *Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.*

I am currently the financial clerk for my local congregation of the Church of Jesus Christ of Latter-Day Saints. My responsibilities include but are not limited to: budget reports, processing of weekly donations, issuance of expense reimbursements, and year-end donor statements.

As treasurer of the Sigma Gamma Chi - Xi Chapter Fraternity I managed the chapters' bank account. Responsibilities included donor receipts, pledges, expense payments and quarterly reporting to the head treasurer for Sigma Gamma Chi.

**Employment History:** *Using as much space as necessary below, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.*

**Vandor LLC - Director of Finance**

**October 2012 – Current**

Salt Lake City, UT

- Perform duties associated with position of company Director of Finance. Main duties include:
- Monthly Financial Statements (Balance Sheet, Income Statement, Cash Flow Statements) for company, and financial report for Board of Directors.
- Monthly scrub of departmental expenses and comparison to budgets and YTD figures with other senior department managers.
- Financial Audit & Tax Return Preparation for external auditors and tax accountants.
- Yearly Budget Preparation, and Mid-Year Budget Reforecast.
- Manage the bank account, including monthly borrowing base certificates, and covenant calculations.
- Oversee the company IT functions in conjunction with external 3<sup>rd</sup> party IT Company.
- Oversee the company HR roles and bi-monthly payroll processing.
- Oversee the finance department team and assist where needed in their respective responsibilities.
- Work with other Senior Management with strategic growth planning and company leadership.

#### **INVE Aquaculture – Controller**

August 2006 – October 2012 (6 years 3 months)

Salt Lake City, UT

- Perform duties associated with position of company controller. Main duties include: Provide weekly cash position files to management locally and to international headquarters (Belgium), along with bi-weekly cash forecasts files.
- Maintained company bank accounts with regard to monthly reconciliations, and transfers & wires, between local operating companies, the holding company, and with international sister companies and headquarters.
- Bi-weekly payroll processing and associated monthly & quarterly payroll tax reports.
- Filled role of company human resources after company downsizing.
- Work with sister company counterparts on monthly reconciliations for balance sheet & P&L items, and monthly netting.
- Monthly journal entries for accruals, depreciation, & adjustments.  
Review of all general ledger accounts for errors and analytical review with regard to changes compared to prior months.
- Monthly financials according to local standards and financials according to group standards.
- Assisted company manager with monthly financial management report that compares current monthly and year to date figures as compared to budget and prior year figures.
- Yearly budget preparation – reports on YTD activity for review by management, and assisted management on account by account budget projections, and data entry into headquarters system of final budget figures.
- Work with external foreign auditors and with local tax accountants on preparation of reports and tax returns.
- Maintained company asset database.
- Assisted with accounts receivable and accounts payable functions.

#### **Paradigm Medical Industries, Inc. - Accountant**

July 2004 – August 2006 (2 years 2 months)

Salt Lake City, UT

- Perform duties associated with position of company controller. Main duties include:
- Managing accounting team assigned with accounts receivable and accounts payable.

- Provide weekly reports for upper management and board or directors meetings.
- Semi-monthly payroll processing.
- Accepted roll of Human Resource Manager without training and have been able to resolve problem with employees.
- Enter monthly journal entries for payroll, depreciation, accruals, adjustments and stock conversions.
- Produced company Q-3 10QSB financials with little training correctly and on time with SEC filing date. Helped work on company 2005 10K by providing all journal entries and preliminary financial reports.
- Led improvements for recording transactions in accounts payable and accounts receivable.
- Helped improve the accuracy of company inventory and classification of obsolete parts.

**VideoMatic / Duplication Group – Staff Accountant**

September 1995 – June 2004 (8 years 10 months)

Salt Lake City, UT

- Performed all accounts payable and accounts receivable functions.
- Monitored customer's payment activity and credit status.
- Established credit terms with new customers.
- Managed over 1500 customer receivable accounts averaging up to 2 million dollars.
- Managed over 100 vendor payable accounts.
- Led improvements, which reduced 90-days past due receivable accounts from 20% to 4%.
- Perform reconciliation and consolidation adjustments between Parent and Sister Company.
- Make month-end reconciliation adjustments and report them to the general ledger.
- Received and recorded daily deposits, track customer invoices, work with customers on payment.
- Received vendor invoices and compared to purchase order and receiving reports.
- Code and enter vendor invoices, and work with vendors on payment status.


**Education History:** *Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.*

University of Utah – David Eccles School of Business  
Bachelor of Applied Science (B.A.sc.), Accounting and Finance  
1999 – 2001

Salt Lake Community College  
Associates Degree – Emphasis on Finance  
1995 – 1998

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Applicant's Signature



## Background Information Sheet

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Name Clint Thomsen

Role with school Founding Board Member, Trustee

Expertise Education, USOE data policy, Information Technology Expert, Project Management

**Statement of Intent:** *Using as much space as necessary below, provide a personal statement regarding your role on the governing board (or as administration), expertise you bring to the board (or administration), and commitment to this application as it has been written.*

As a member of the founding board for Bonneville Academy, my specific role in regards to the proposal and application are writing, editing and consultation on USOE policy. In regards to the school itself, I will advise on curriculum (especially in STEM, technology and Language Arts subjects), data generation and analysis, information technology infrastructure (computers, network implementation and security). As an current secondary educator, I may also take a teaching and/or administration role.

**Not-for-Profit History:** *Using as much space as necessary below, provide your nonprofit history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the operation and management of a nonprofit corporation, governing board experience, and background in group organization.*

My nonprofit experience is limited to volunteer callings in the LDS Church, but those have been significant and diverse. I point mainly to my 2-year LDS mission to Russia, where I served in several major capacities. As the leader of two separate congregations, I was charged with finding, negotiating and paying for building space, handling finances, and other administrative tasks.

**Employment History:** *Using as much space as necessary below, provide your employment history that supports your qualifications and relates your experiences to be considered sufficiently qualified to operate a charter school. Specifically address your qualifications and experiences as they relate to the development of academic programs, operations of a school or a small business, and background in financial management.*

I have over 15 years of professional experience in Information Technology— 10 of them in an educational environment. From 2005 - 2009, I supported the State of Utah's Student Information System (SIS2000+, now Aspire). As part of that position, I acted as a liaison between all Utah LEAs (districts and charter schools) and USOE to design, prioritize and test software enhancements. I also provided direct support to charter schools that used the system to manage student data.

In 2009 I was asked manage the development of the State of Utah's eTranscript and Records Exchange (UTREx). I managed the lifecycle of the project from concept to full implementation in 2014. UTREx is a longitudinal data system that allows for the submission of student data to the Utah State Office of Education's central data warehouse from all public schools in Utah. It's use by all Utah public LEAs is required by Board Rule R277-484.

My duties on this project included defining program requirements; evaluating hardware and software solutions; vetting vendors; workforce management; communicating project information to stakeholders via various media; overseeing installation, configuration, and testing of system components; workforce planning; information security; managing public affairs for the project; negotiating contracts; budget management (approximately \$3.5 million in this case) writing grant applications, RFPs, and statements of work, contract amendments; training and technical support to all system users; technical writing; managing hardware procurement and installation; overseeing maintenance and backup of all subsystems, servers, and databases.

In August, 2014, I became an ARL candidate and took a full-time teaching job with Tooele County School District, where I teach IT-related CTE courses. These include: Computer Maintenance & Repair, Network Fundamentals, Linux Fundamentals and Computer Programming.

**Education History:** *Using as much space as necessary below, provide information on your educational training (including degrees earned, dates enrolled, and institutions) that supports your qualifications to be considered sufficiently qualified to operate a charter school.*

University of Utah

Bachelor, Political Science, Russian Language Minor  
Graduated 5/2003

Salt Lake Community College

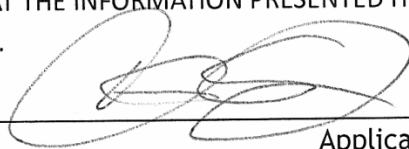
Associate, General Studies Major, International Relations Minor  
Graduated 5/1999

Granite School District – Granger High School

High School Diploma, 5/1994

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Bonneville Academy CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.



Applicant's Signature



## Appendix B

### Scoring Criteria

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
A response that meets standard will: <b>SECTION 1: SCHOOL PURPOSE</b>						
Identify the purpose(s) of the charter school as outlined in 53A-1a-503.	✓					
Present a compelling 1 - 2 sentence mission statement that defines the purpose(s) of the school	✓					
Present a coherent and concise vision of what the school will look like in 5 - 10 years if it is achieving its mission	✓					
Describe the school's educational foundation and the culture or ethos	✓					
Describe the anticipated population of the school, including grades served and requested enrollments	✓					
Explain how the proposed mission, curriculum, teaching methods, and services are likely to meet the needs of the target population	✓					
Identify the new and creative methods employed by the school to meet the unique learning styles and needs of students, if applying under 53A-1a-501.9	✓					
A response that meets standard will: <b>SECTION 2: MARKET ANALYSIS</b>						
Describe the education landscape in this community, including specifying clearly what educational goals or programs are not being met currently in the area	✓					
<b>Identify all public and private schools within a 5-mile radius of the proposed location (create a map). This will be</b>	✓					

referred to as the target location						
Describe data that points to trends/shifts within target location specific to school selection	✓					

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
Provide the characteristics of the proposed charter school that sets it apart from others in target location	✓					
demonstrate how its proposed locations meet the definition of “high growth area,” if applying under 53a-1A-502.5	✓					

A response that meets standard will:

### SECTION 3: PROGRAM OF INSTRUCTION

Align with the school’s mission, vision, and overall educational priorities	✓					
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If replicating an existing school design:

Provide sufficient evidence the replicated design has been effective and successful in raising student achievement	NA					
Identify specific successful practices	NA					
Commit to a high level of fidelity to the successful model and minimize “tinkering” with the model until achieving acceptable results	NA					
Describe the applicant’s capacity to replicate an existing school design	NA					

If using developed curricula:

Identify the school’s philosophical approach to educating students	✓					
Ensure that educational priorities are meaningful, manageable, and measureable,	✓					

and focus on improving student outcomes						
Show the selected curricula is consistent with the school's mission, vision, and educational program design	✓					
If creating own curricula:						
Present a viable plan for development of the curricula for core academic areas and for ensuring alignment with the Utah Core Curriculum and Core Standards	NA					

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
Describe the framework for development of the curricula for core subjects and identify sound research, experience or theoretical base, and foundational materials that will guide curriculum development	NA					
If focusing on career education:						
Present a compelling rationale consistent with business and industry needs, student interests, and advisory committee recommendations	NA					
If focusing on career education:						
Present a compelling rationale consistent with business and industry needs, student interests, and advisory committee recommendations	NA					
Identify major methods of instructional delivery and post-secondary and business partners	NA					
Include a convincing plan for transitioning students to work, further training, or higher education	NA					
If offering a distance and/or online education program will include:						
A description of how the school will use technology to provide its curriculum and deliver instruction using the internet or other electronic means	NA					
The manner in which properly licensed and endorsed teachers will deliver instruction, assess academic progress, and communicate with students to provide assistance	NA					
The methods to be used to ensure authenticity of student work and adequate proctoring	NA					

of assessments						
The types and frequency of communication between the school and the students and the manner in which the school will communicate with parents	NA					

STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
If focusing on gifted education:						
Contain written procedures to systematically identify and serve students identified as academically advanced in all grades	NA					
Provide a curriculum for the gifted education program that is intellectually and affectively engaging and is taught in a meaningful context	NA					
If offering early college:						
Present a plan for college or university affiliation that is likely to further the school's mission, vision, and educational program	NA					
Demonstrate a substantial likelihood that the school will be successful in establishing the proposed affiliation and the college or university has the capacity and commitment to fulfill its anticipated role	NA					
A response that meets standard will:						
<b>SECTION 4: PERFORMANCE MEASURES</b>						
Align with the school's mission and educational program	✓					
Define measures, metrics, and targets that are SMART	✓					
Set high standards for student learning	✓					
Present a clear, credible, and sound plan for measuring and reporting the educational performance and progress of individual students, subgroups, and the school as a whole, including valid and reliable measures	✓					

Explain how the school will use assessment data to drive key decisions aimed at improving academic outcomes	✓					
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STANDARD	Applicant self-evaluation			Evaluators		
	Meets	Partially meets	Does not meet	Meets	Partially meets	Does not meet
If serving educationally disadvantaged students:						
Present performance measures that are a valid and reliable means for determining whether students are meeting performance standards	NA					
Ensure that the school will be held to the same performance standards as other public schools	NA					
Specify the time frame in which students will be expected to meet the performance standards	NA					
Show compliance with all federal accountability standards	NA					
A response that meets standard will:						
<b>SECTION 5: GOVERNANCE</b>						
Demonstrate the board has the capacity to found and sustain a quality school	✓					
Include background information sheet for each named board member	✓					
Establish the governing board's capacity to oversee the successful development and implementation of the education program presented in this proposal	✓					
Ensure the governing board is aware and follows Utah's Open & Public Meetings Act in conducting board and committee business	✓					
Illustrate the governing board's capacity to oversee the effective and responsible management of public funds	✓					
Illustrate the governing board's capacity to be responsible for the school's compliance with its legal obligations	✓					



Illustrate the governing board's capacity to represent the community well	✓					
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